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ABSTRACT

This guide is intended for use in conducting a six-session course that will help employees in the manufacturing and service industries get the most out of their work day. The instructional materials included in the guide are designed to teach students to accomplish the following: analyze their daily routines, understand the effect of mental attitude on productivity, learn time management strategies, review communication skills that assist in efficient time use and productivity, identify and practice assertiveness skills, learn problem-solving skills that assist in efficient time use, identify stress management strategies, and apply learning to suit individual needs. Presented first are lists of course objectives and topics. The remainder of the guide consists of eight sections dealing with the following topics: mental and physical preparation for the work day; time management skills (prioritizing, delegating, identifying personal "prime time," staying organized, and recovering from mistakes); communication skills; maintenance of a positive attitude and use of problem-solving skills; and stress management. Included in each section are some or all of the following: objectives, topical outline, evaluation methods, teacher tips, student handouts, activities/worksheets, case studies. (MN)

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ED 368 976

# MERCER COUNTY COMMUNITY COLLEGE

TRENTON • NEW JERSEY

# Time Management

Time Management

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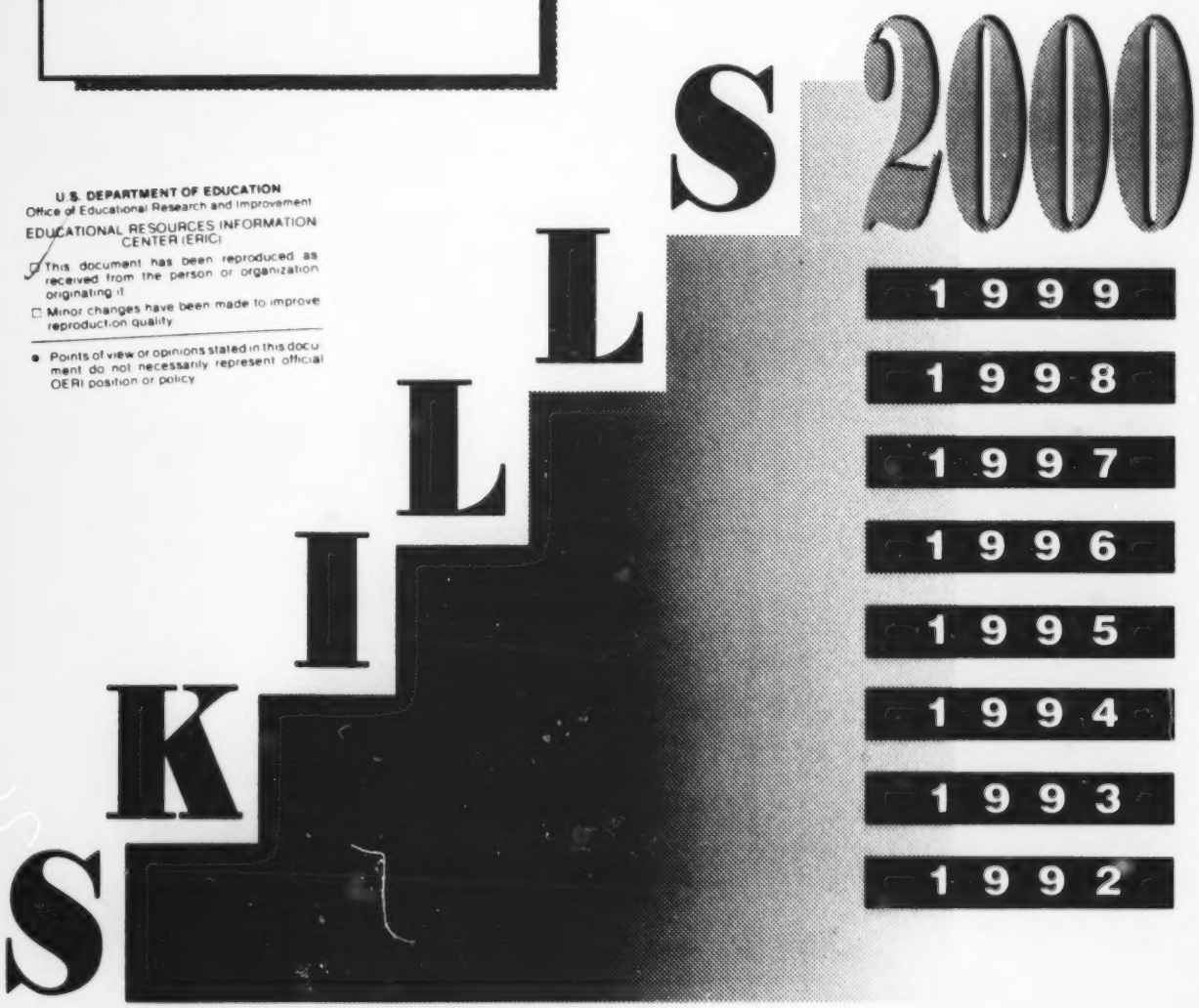


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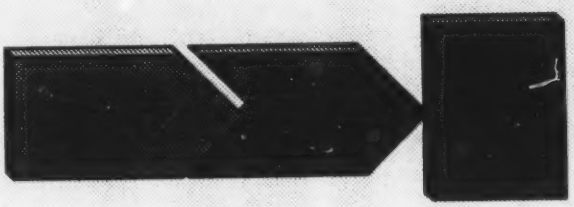
# Time Management



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## *MAKING THE MOST OF YOUR WORK DAY*

### COURSE OBJECTIVES:

- Analyze one's daily routines
- Understand the effect one's mental attitude has on productivity
- Learn time management strategies
- Review communication skills that assist in efficient time use and productivity
- Identify and practice assertiveness skills
- Learn problem solving strategies that assist in efficient time use
- Identify stress management strategies
- Apply learning to suit individual needs

### TOPICAL OUTLINE:

- Preparing mentally and physically for a productive day
- Time management techniques including:
  - ◊ prioritizing
  - ◊ delegating
  - ◊ personal prime time
  - ◊ getting organized
- Active listening
- Handling conflict
- Problem solving strategies
- Stress management

# *MAKING THE MOST OF YOUR WORK DAY*

## COURSE OUTLINE:

### SESSION 1

- Introduction
- Ice Breaker
- Registration
- Course outline and discussion of goals
- One's mental attitude sets the tone for the day:
  - ◊ learn to get a handle on your mental attitude
  - ◊ learn some techniques to assist you in being
  - ◊ prepared mentally and physically for a productive work day

### SESSION 2

- Time management skills:
  - ◊ assess your own day and use of time
  - ◊ learn techniques such as prioritizing, making "to do" lists, delegating work to be done, etc.
  - ◊ review your typical day and apply techniques above
  - ◊ discuss in small groups
  - ◊ Case study – examine problem and apply techniques

### SESSION 3

- Time management skills, cont.
  - ◊ know your personal "prime time"
  - ◊ typical time wasters
  - ◊ staying organized/get beyond procrastination
  - ◊ Making mistakes and recovering
  - ◊ tips on time management

## *MAKING THE MOST OF YOUR WORK DAY*

### SESSION 4

- Communication skills:
  - ◊ learn active listening and practice skills in pair work
  - ◊ learn some techniques to handle criticism
  - ◊ learn some techniques to handle a difficult situation
  - ◊ practice skills in pairs
  - ◊ apply skills to Case Study

### SESSION 5

- Maintain a positive attitude:
  - ◊ positive attitiude/positive self-talk
  - ◊ understand the link between feeling good about you and fighting off stress/ being more productive
  - ◊ develop assertiveness skills; contrast with aggressive or passive (non-assertive) style
  - ◊ self-image checklist
- Use problem solving skills:
  - ◊ learn a problem solving strategy
  - ◊ apply strategy in Case Study

### SESSION 6

- Stress Management
  - ◊ learn to relax
  - ◊ learn some stress management techniques
- Summarize course material
- Discuss learning and application through Case Study
- Post course survey
- Course evaluation

# *MAKING THE MOST OF YOUR WORK DAY ◆ SESSION 1*

**OBJECTIVES:**

- Analyze daily routines
- Understand the link between mental attitude and productivity
- Learn strategies to be more productive
- Learn strategies to maintain balance

**TOPICAL OUTLINE:**

- Mental attitude and its effect on productivity
- Techniques to develop a more positive outlook
- Techniques to maintain balance

**EVALUATION:**

- Discussion/participation
- Completing worksheets
- Ability to link learning with job situations
- Practice



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## TEACHER TIPS ◆ SESSION 1

◊ Introductions – set comfortable tone

◊ Start ice-breaker activity to get energy and interest as well as a common footing for all, and process.

- Ice breaker: How is your sense of time? Without looking at your watch or a clock, how much time do you think has passed since you have been in this room?
- How many people in here wear watches? Why?
- Do you have a good sense of pacing/ timing? Does "I'll be there in 5 minutes", mean more like 20 min.?
- Do people perceive you to be punctual or usually late?

◊ Complete course registration

◊ Hand out pre-course assessment

◊ Introduce topic of positive mental attitude – Participants reflect on their day as a tone setter. Discuss in small groups and give each other ideas/suggestions on making some small adjustments that might help.

◊ Share some examples of negative, unexpected experiences that cause upset to the start of your day. Discuss some strategies that you can use to keep you more balanced and off set the negativity/upset.

◊ The concept of time management is relatively simple to learn. What are the other obstacles you commonly face which make your time planning ineffective?

◊ Through out the course – focus on what you can control and TAKE CONTROL

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# *PRE-POST SELF ASSESSMENT INVENTORY*

Instructions: Read each item, then check the column opposite each statement that best describes the frequency with which you participate in the activity mentioned. Don't think too much or too hard – first impressions are usually quite accurate.

| | Most of the time | Quite often | Sometimes | Rarely or never |
|---|---|---|---|---|
| 1. I am able to control my own time and the way I use it. | | | | |
| 2. I am able to prevent interruptions from my co-workers | | | | |
| 3. I avoid interrupting my co-workers unnecessarily. | | | | |
| 4. I deal with incoming work quickly and efficiently. | | | | |
| 5. I am able to avoid telephone interruptions when I need to. | | | | |
| 6. I return telephone messages promptly. | | | | |
| 7. I do not waste time because of poorly designed systems in the organization. | | | | |
| 8. I stick to the tasks assigned and avoid spending time doing "busy work. | | | | |
| 9. I make appointments with people I need to talk to, both inside and outside the organization. | | | | |
| 10. I try not to attend low priority meetings that will take up a lot of my time. | | | | |
| 11. I try not to let my work accumulate in piles on my desk, by the phone, etc. | | | | |
| 12. I do not procrastinate and I complete my work on time. | | | | |
| 13. I delegate what work I can and should to others. | | | | |
| 14. I make a list of prioritized tasks to be accomplished. | | | | |
| 15. I set reasonable objectives with specific time limits for completion. | | | | |
| 16. I accomplish my work within normal working hours. | | | | |
| 17. I accomplish my responsibilities on time. | | | | |
| 18. I stop to consider if I am working on the right thing, in the right way, right now. | | | | |
| | | | | |

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## *MENTAL ATTITUDE*

Are you starting the day hurried and hassled and letting it get to you? Be prepared by planning the night before for what ever needs to be done to start your day. Planning helps keep you organized and focused. You'll be more productive in the time you have and will reduce the stress that comes with disorganization.

Relax; shut off the negative self talk and replace it with positive self talk

How does your morning start? Is there a lot of noise from radios and t.v.s? What are you letting into your head; agitated callers from the talk radio shows?

Are you faced with violence and upset in the morning news?

***Keep a tape of some relaxing , soft music nearby, or make a tape of your own voice reminding you to relax, breathe deeply, and calm down.***

***In order to create more calm and organization for yourself, you may need to get the help of those around you to be more organized themselves and/or to learn to plan around your boundaries. For example, if someone you live with asks/needs you to do something they should let you know the night before no later than 9 PM. If it is a last minute emergency you will do your best in the time you have.***

What about the unexpected? EXPECT IT!

⇒ you just dropped your juice glass and have a mess of juice and broken glass on the floor
⇒ sick child/older parent
⇒ Flat tire/car won't start

Consider your attitude and self talk at these moments

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## *MAKING THE MOST OF YOUR WORK DAY ◆ SESSION 2*

### OBJECTIVES:

- Assess daily time use
- Learn to prioritize
- Learn strategies to delegate responsibilities
- Apply skills learned to your work day

### TOPICAL OUTLINE:

- Charting your daily time use
- Techniques for prioritizing
- Charting your weekly time use
- The art of delegating

### EVALUATION:

- Discussion/ participation
- Completing worksheets
- Ability to link learning to job situations
- Practice

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## TEACHER TIPS ◆ SESSION 2

- ◊ Time Management skills – Complete top section of Worksheet 1 and put aside
- ◊ Focus learning on "prioritizing; "to do" lists, delegating – use hand outs and develop into class discussion
- ◊ Brainstorm the obstacles we put up to delegating
- ◊ Refer back to Worksheet 1 and complete. Discuss in small groups. Share ideas with each other on time saving tips
- ◊ Review your typical day and apply techniques (using worksheet)
- ◊ Review your typical week and apply techniques (using worksheets)
- ◊ Read Case Study. Examine problem and identify time management techniques that could be implemented. Discuss as a group.

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## *WORKSHEET 1*

Describe the start of a typical morning for you.

What are the tasks you do?

How are you affected by your typical morning routine?

Now, divide the tasks from above and prioritize:

| Column A = must do | Column B = should do | Column C = nice to do |
|---|---|---|
| | | |

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## *PROBLEM SOLVING TO ORGANIZE/PRIORITIZE*

**Problem Solving Strategy:**

- DEFINE THE PROBLEM
- BRAINSTORM FOR POSSIBLE SOLUTIONS
- CONSIDER ISSUES INVOLVED IN PUTTING THE SOLUTIONS INTO PLACE
- CHOOSE A SOLUTION AND REVIEW IT WITH OTHER TEAM MEMBERS

Set priorities. After you have your "TO DO " list or "Goals" list, then:

- Decide Priority A – Must do
- Decide Priority B – Should do
- Decide Priority C – Nice to do

Priorities change over time. Your B's today may be your A's tomorrow. An "A" project has a higher value and perhaps needs plenty of time invested. On a "C" task you should not be spending a lot of time and effort.

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## *CASE STUDY IN PRIORITIZING/PROBLEM SOLVING*

It is 10:30 a m. You have been working on your "A"s on your "To Do" list. Roger has just asked you to help his department get through this major crunch on getting a customer's order completed and shipped by 4 pm today. Your supervisor, Janet, has in the past given her o.k. for you to help out. But this time you are busy with tasks that are top priority for your job. Janet is at an off site meeting and will be back in about 1 hour.

◊ **What would you do?**

◊ **What communication skills are necessary?**

◊ **How/what would you communicate to Roger?**

◊ **How would you set (reset) priorities?**

◊ **Review the box on "Problem Solving Strategy". Which steps did you follow to solve the above situation?**

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## *PRIORITIES*

It's important to establish priorities to be a good time manager.

**HERE ARE SOME TIPS:**

- Find out what tasks and results are most important to you (to meet the goals of your job) and your employer
- When is the project to be done?
- Why is this project to be done? Having an understanding helps!
- Who else is involved? Communicate with each other!!
- How long will it take to get this project done?
- If doing one task now means putting off another task until later, be sure that whoever is affected by your decision is informed and agrees.
- If two or more people are asking you to do different things at the same time, and there is a conflict, have the parties involved discuss their needs with each other and let them work out the solution – then present it to you.

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## *SETTING PRIORITIES FOR THE DAY*

> ***A good time management skill to develop is to set daily and weekly task lists and prioritize them.***

Make a list of your tasks for the day. Then prioritize them into A, B or C as below:

- Priority A – MUST DO

- Priority B – SHOULD DO

- Priority C – NICE TO DO

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## *SETTING YOUR PRIORITIES FOR THE WEEK*

➢ ***Remember to make a task list for the week. Of course circumstances may occur that cause you to re-prioritize.*** ≺

Make your weekly list. Then prioritize as below.

- Priority A – MUST DO

- Priority B – SHOULD DO

- Priority C – NICE TO DO

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## *APPROACHES*

➢ ***If you don't set priorities, they will set themselves and inefficiently at that!!!!*** ➢

Here are a few examples:

- "Squeaky wheel gets the grease" approach – who ever bugs you the most gets your time.

- "Last in, first out" approach – whatever task has been requested most recently gets done.

- "Do what I like best" approach – whatever you enjoy the most gets done first.

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## *WORKSHEET 2*

At the start of your typical workday, do you have:

- a list/plan of what you need to accomplish

  YES NO

- new tasks given to you by your supervisor

  YES NO

- "crises" to handle from the day before or early morning

  YES NO

- so much to do that you don't know where to start

  YES NO

- trouble getting back to your task after interruptions/break

  YES NO

List for yourself some changes which you could make to get your work day off to a better start.

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## *CASE STUDY*

All day long you receive customer calls, letters, inter office calls, etc. The message is always the same regardless of whether the caller is genial or angry: "Fix this NOW." Many people seem genuinely desperate. You are always behind in your work; there is so much to do, and all of it needs to be done instantly. You cannot even enjoy your lunch break in peace unless you leave the premises. After you go home at night, you cannot stop thinking about all the work you did not finish during the day.

◊ **What advice would you offer? What bothers you most about not getting everything done every day?**

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## *MAKING THE MOST OF YOUR WORK DAY ◆ SESSION 3*

**OBJECTIVES:**

- Identify personal "prime time"
- Examine typical time wasters
- Learn strategies to get organized
- Learn strategies to get beyond procrastination

**TOPICAL OUTLINE:**

- What is your personal prime time?
- Getting a grip on typical time wasters
- Staying organized/get beyond procrastination
- Tips on time management

**EVALUATION:**

- Discussion/participation
- Completing worksheets
- Ability to link learning to job situations
- Practice

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## TEACHER TIPS ◆ SESSION 3

◊ Continue focus on time management skill development

- Identify your personal "prime time"; use hand out and worksheet to develop awareness
- Consider typical time wasters; self-evaluation from worksheet; discuss strategies for improvement
- Learn some tips on staying organized; develop from hand out
- Learn some tips to get beyond procrastination; develop from hand out
- Review general tips on time management on hand out

◊ Case Study

- Read and consider time wasters; improving time use. Discuss and share ideas

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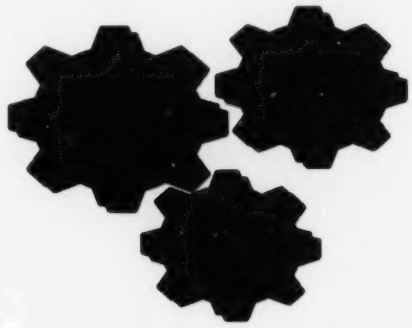
## *"PRIME TIME"*

DID YOU KNOW.....that we all have a "prime time", that is, the time when you are at your best physically and mentally?



When is your personal prime time?

(a) early morning
(b) mid-morning
(c) mid-day
(d) early afternoon
(e) late afternoon
(f) early evening
(g) late evening

Are you a combination? For example, (a) and (f), or (a) and (e)

Think about the two hour time segment when you are at your best and have the best concentration. When is it? _____

Now think about the time each day when you are better at dealing with people. When is it? _____ _____

Are there tasks in your work day which you would be more productive or efficient at if you switched them to your prime time? _____

_____

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## *TIME WASTERS*

Here is a list of typical time wasters. Circle those that apply mostly to you.

| | |
|---|---|
| *telephone interruptions | *too many meetings |
| *being understaffed | *unrealistic deadlines |
| *trying to get others' cooperation | *getting others to meet deadlines |
| *poor communication | *not being organized |
| *not using a "to do" list | *making errors in your work |
| *office equipment that doesn't work | *skipping from one task to another |
| *indecision | *slow starting |
| *lack of self motivation | *physical or mental exhaustion |
| *day dreaming | *a boss who doesn't keep you informed |
| *instructions that are not clear | *not being able to say "NO" |
| *snap decisions | *having a disorganized boss |
| *having a messy desk | *slow reading skills |


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## *TYPICAL TIME WASTERS*

Refer back to the box of "typical time wasters". Select three of the items you circled for a closer look and evaluation.

1.

2.

3.

Consider the following questions in regard to your list of 3 above:

- What part of this do you have control over?
- How do **you let** these things take control over you?
- What can you do to stop these issues from wasting your time?
- When will you change your behavior about these time wasters?
- Do you know what you need to do?

Discuss your thoughts in your small group. Get ideas/support from your co-workers and give ideas/support to them.

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## *MAKING MISTAKES/WORKING TOWARD SUCCESS*

You are not perfect. You never will be. You don't have control over everything that occurs during your day. So, plan, do your best and learn from your mistakes.

Taking what you learn in this class and applying it will not be a piece of cake. Why? Because making changes is difficult for all of us. Sometimes as much as we want change, we don't want to be bothered or are afraid to change our old routines/habits. Remember that when you do something differently, no matter how poorly it turns out, you're on your way to doing it better the next time. Stick with it!!!

***➢Don't let failure stop you from trying.***

***Don't waste time worrying about what "went wrong".➢***

*Here is a personal history of failing and trying!!!*
*Lost job, 1832; defeated for legislature, 1832; failed in business, 1833; elected to legislature, 1834; sweetheart died, 1835; had nervous breakdown, 1836; defeated for Speaker, 1838; defeated for nomination for Congress, 1846; lost renomination, 1848; rejected for land officer, 1849; defeated for Senate, 1854; defeated for nomination for Vice-President, 1856; again defeated for Senate, 1858; but in 1860 Abraham Lincoln was elected President of the United States!!!*

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## *HOW TO STAY ORGANIZED*

- GET RID OF CLUTTER –

  You waste time searching through it and get distracted by it. Get it organized.

- COMPLETE TASKS –

  If you are interrupted, get back to it and focus. If there is a request made to move to a different task ( that is, from a supervisor/manager) decide what the priorities are before switching tasks

## *HOW TO GET PAST PROCRASTINATION*

***➢Why do we put things off? Usually because those things are boring, difficult, unpleasant or we are simply unsure, we are more likely to put them off.➢***

- Give yourself a DEADLINE to get it done

- BREAK it into smaller bits and work on SMALL STEPS, congratulating yourself as you complete each part and reminding yourself that you are getting closer to the finish line!

- Have someone ask you how it is coming along as a FOLLOW UP for you

- Get it DONE FIRST and get it over with!

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## *10 TIME MANAGEMENT TIPS*

1. **Consolidate similar tasks**
2. **Get tough jobs done first**
3. **Delegate work to others (at home or at work)**
4. **Learn to use idle time**
5. **Get control of your paper flow**
6. **Avoid the cluttered/disorganized desk time waster**
7. **Get started immediately on important tasks**
8. **Reduce meeting time**
9. **Take time to plan**
10. **Learn to say "no"**

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## *CASE STUDY*

You have been busy all day and don't seem to have a minute to spare. Your supervisor has asked you to attend a meeting regarding a change in the packaging and packing for a customer's information packet. Willie will be running the meeting.

Willie speaks with an accent although his English is good. He worries that people sometimes don't understand him. He has already explained the basic information but is going over it for the third time to make sure that everyone understands. You are thinking to yourself that he should know that you all "got" the message and he is wasting precious time by holding you in this meeting.

◊ **What are the time management issues?**

◊ **What are the communication issues?**

◊ **Putting yourself into this situation, what could you do differently to improve your own communication and time use?**

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## *MAKING THE MOST OF YOUR WORK DAY ◆ SESSION 4*

### OBJECTIVES:

- Learn strategies to communicate clearly and reduce time wasted
- Learn techniques to manage criticism
- Learn techniques to cope with a difficult situation

### TOPICAL OUTLINE:

- Active listening in the workplace
- Responding to criticism
- Tips on handling a difficult situation

### EVALUATION:

- Discussion/participation
- Completing worksheets
- Ability to link learning to job situations
- Practice

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## *TEACHER TIPS ◆ SESSION 4*

◊ Enhance your communication skills
- Learn active listening – use appropriate hand outs
- Practice skills in pair work

◊ Learn techniques to handle criticism
- Generate discussion from hand out
- Practice skills through dialog worksheet

◊ Learn techniques to handle a difficult situation
- Use hand out to develop skills
- Practice skills in pair work

◊ Apply skills to Case Study
- Read situation; consider the outcome if better communication had taken place. Discuss

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# *ACTIVE LISTENING*

What is **active listening**?

1. It is ATTENDING.
   - ◊ What is your posture – does it demonstrate involvement?
   - ◊ What body movements are you making?
   - ◊ Are you making eye contact?
   - ◊ Is the area around you non-distracting?

2. It is FOCUSING on the speaker.
   - ◊ Invite him/her to talk
   - ◊ Don't interrupt
   - ◊ Be attentively silent

3. It is REFLECTIVE listening and RESPONDING.
   - ◊ Paraphrasing
   - ◊ Reflecting feelings (ask yourself: "If I were having that experience, what would I be feeling?")
   - ◊ Reflecting meanings/asking open ended questions (that is , start with who, what, when, where, how but NOT WHY)
   - ◊ Summarize
   - ◊ Anticipate – what needs to happen next?

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## *CASE STUDY*

Because of some worries/problems at home, Charlie is under a great deal of stress. His temper is short and he is not sleeping well. It has been hard for him to get and stay focused on the work on his "to do" list. Today after several interruptions and false starts, he blew up at two individuals, who at different times have rushed up to him with work from the same project that HAS TO GET DONE IMMEDIATELY. They have gone to his supervisor to complain about his attitude . Charlie has now explained to his supervisor how backed up he is in his own work and that he just wants to be left alone so that he can do his work.

◊ **What do you think about Charlie's time management skills?**

◊ **What do you think about Charlie's stress management skills?**

◊ **How could "active listening" have been helpful here?**

◊ **Role play this situation using:**

- an aggressive style
- a passive (non-aggressive) style
- an assertive style

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## *MAKING THE MOST OF YOUR WORK DAY ◆ SESSION 5*

**OBJECTIVES:**

- Examine the characteristics of a productive worker
- Develop assertiveness skills
- Learn problem solving strategies

**TOPICAL OUTLINE:**

- Feeling good and keeping a positive attitude
- Assertiveness, not aggression or passivity
- Problem solving skills

**EVALUATION:**

- Discussion/participation
- Completing worksheets
- Ability to link learning to job situations
- Practice

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## TEACHER TIPS ◆ SESSION 5

◊ Positive attitude leads to more productivity
- Recognize your self talk and self image
- Complete the self image checklist
- Understand the link between feeling good about yourself and warding off stress/being more productive

◊ Develop assertiveness skills
- Recognize aggressive, passive, and assertive styles
- Practice verbal and nonverbal skills in the assertive style

◊ Problem solving strategies
- Understand the link between good problem solving skills and making the most of your day
- Case study incorporating problem solving within time management. Complete individually and then open for group discussion

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# *POSITIVE IMAGE AND ASSERTIVENESS*

***How positive image and assertiveness help you make the most of your day***

Having a good self image and respecting yourself are important factors in how you view your day, your work, your co-workers, your personal life, your attitude, and your interest and ability to be organized and focused. How is your self image shaped? It is developed through self-awareness, self-esteem and self-confidence. Some experts say that the messages we heard during the first three years of life are the loudest voices we hear in our adult minds.

Think about the messages you may have heard in childhood that have affected your self image. Do any of these sound familiar?

1. "You are just like your uncle, older sister, older brother, etc." (meant in a negative way) or (meant in a positive way)

2. "You can do it. You can do anything you set your mind to."

3. "Don't you ever think before you do something? You are stupid!"

4. "Wait until your father gets home!"

5. "How could you do something like this? I didn't raise you like that. Who's child are you anyway?"

6. "We don't expect you to be perfect."

7. "You are a bad boy/girl."

8. "Children should be seen and not heard so be quiet and listen to me."

9. "We love you."

10. "Just do your best."

If you received and held/hold inside more negative messages in childhood, as an adult you may need to free yourself from this negative "drag" on you and be your own judge.

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## *POSITIVE IMAGE AND ASSERTIVENESS*

***Another way we develop self awareness and consequently self image is through the messages sent to us from others – that is "What do people say about me ?"***

Read the list below. Circle the words you think describe you. Then, put an X next to any on the list you think others who know you would pick to describe you.

| | | |
|---|---|---|
| Accepting | Impulsive | Quiet |
| Adaptive | Innovative | Realistic |
| Belligerent | Joyful | Reflective |
| Bold | Judgmental | Rigid |
| Careless | Kind | Sarcastic |
| Clever | Knowledgeable | Serious |
| Dependable | Loving | Sociable |
| Domineering | Logical | Tactful |
| Effective | Manipulative | Tense |
| Energetic | Modest | Trusting |
| Fearful | Nervous | Uncertain |
| Foolish | Noisy | Warm |
| Free | Objective | Wishful |
| Friendly | Organized | Withdrawn |
| Gruff | Passive | Witty |
| Guilty | Perceptive | Worried |
| Happy | Quarrelsome | Worn-out |

**Count** how many circles and X's are marked at the **same** descriptive words.

What do you notice about **your self-image** from the **words you selected**?

What differences or similarities do you see between your self description and the way you imagine others see you ?

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## *POSITIVE IMAGE AND ASSERTIVENESS*

Developing your self esteem comes through valuing yourself. That is, you are aware of your strengths and weaknesses and accept both the good and bad in you. You recognize that no one is perfect and you try to better yourself where you can. You learn (YES, LEARN – it doesn't come magically) to approve of yourself!! When that occurs you give off a sense of self confidence!

Think about your self image (self-awareness, self-esteem, self-confidence). Do you need to "clean up your act"? If so , give yourself some time now to think about what you need to do, and GET STARTED.

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# *MANAGING CONFLICT AND OTHER DIFFICULT SITUATIONS*

***THERE IS NO WAY TO AVOID CONFLICT.***
***IT IS PART OF EVERY DAY LIFE.***

There are 3 types of behavior we can choose when conflict arises. We can be aggressive, passive or assertive. [Remember that behavior breeds behavior.]

- **Aggressive** usually chooses to fight
- **Passive** "clam-up", silence; sometimes acts out aggressive behavior
- **Assertive** takes responsibility for her/his own actions

**Tips to manage a conflict/difficult situation:**

- Be assertive
- Stay focused on the issue and what needs to be done to resolve it (that is, stay away from blaming, name calling, old history)
- Use good listening skills and repeat back for clarification
- Use "I" messages, not "you" messages
  example: "I am angry about what you just said" vs. "You really make me angry.", or "I think your behavior is unacceptable" vs. "You are the most disgusting person I know."
- Suggest a "time out" if need be BUT make an agreement to get back to the discussion

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## *TEN RULES FOR UNDERSTANDING OTHERS*

1. **BE SURE YOU <u>WANT</u> TO UNDERSTAND OTHERS**

2. **LOOK FOR GOOD IN OTHERS**

3. **AVOID EXPECTING PEOPLE TO BE PERFECT**

4. **DEVELOP A FEELING OF EMPATHY**

5. **AVOID STRESS-CAUSERS BY CONTROLLING YOUR ATTITUDE**

6. **DON'T BLAME YOURSELF BUT DON'T BLAME OTHERS, EITHER**

7. **LEARN TO LISTEN ATTENTIVELY**

8. **GET ALL THE FACTS**

9. **EXPRESS APPRECIATION – LET PEOPLE FEEL IMPORTANT**

10. **BE PATIENT**

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## *CASE STUDY*

Evaluate for time management, assertiveness and communication skills:

Mark is already busy at his desk as everyone else arrives at work in the morning. He has gotten a good start on his work and is ready for a break. He is friendly and will gladly chat by the coffee pot. Eleanor and Charlie are filling their cups and sharing quick morning pleasantries. Mark begins a conversation with Eleanor and although it is work related, Eleanor has got to get to some important work at her desk. She has stopped talking and is backing away slowly but Mark continues on.

◊ **Describe Mark's time management techniques.**

◊ **What does Mark need to improve?**

◊ **Describe Eleanor's time management techniques.**

◊ **What does Eleanor need to improve?**


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## *MAKING THE MOST OF YOUR WORK DAY ◆ SESSION 6*

### OBJECTIVES:

- Learn stress management techniques
- Identify good and bad stress
- Identify good nutritional habits for productivity

### TOPICAL OUTLINE:

- Stress management techniques
- Positive energy from stress
- Nutritional needs to combat stress

### EVALUATION:

- Discussion/participation
- Completing worksheets
- Ability to link learning to job situations
- Practice

## TEACHER TIPS ◆ SESSION 6

◊ Learn stress management techniques
- Learn to relax
- Consider nutrition as part of stress management
- Manage your own stress to better manage your time

◊ Case study to apply learning
- Refer back to case study previously used and develop a more complete resolution linking information from all class sessions

◊ Participants' personal pledge
- Each person should write out for "their eyes only" which time management issues they need to address and write a plan of action for change

◊ Summarize course material

◊ Discuss learning and application through Case Study

◊ Post course survey

◊ Course evaluation

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## *STRESS MANAGEMENT/TIME MANAGEMENT*

**HURRY! GET IT DONE! RUSH! THERE IS TOO MUCH TO DO!
THERE ISN'T ENOUGH TIME!**

- Focus on the stresses within your control
- Decide what you want more time for (work related or personal goals)
- A little stress can create positive energy//unrelenting pressure can bring you down
- Eat right – not too much fat, salt, caffeine
- Exercise – it's a GREAT stress reducer
- Do something that makes you happy – another great stress reducer
- Laughter can heal – it replaces fear and stress with a sense of calm
- Relax – breathe, stretch, calm your mind

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